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ABSTRACT

This document presents 1978-1979 evaluation data for three components (developmental/educational, parent involvement, and staff development) of the Parent Cooperative Nursery Program (PCN). The developmental/educational component consists of classroom practices, child developmental status, and achievement of program graduates. Classroom activities are divided between free play (70%) and structured activities (30%). Social-interaction rapport activities, which occurred more frequently than in most other programs, are characterized by a high level of interaction between children and adults. Achievement measures indicated that the PCN pupils in age groups two and three increased or maintained their previous year's learning, except for a slight decrease among 2-year-olds in the cognitive subsection of the instrument. Nearly all graduates scored at, or above, the norm in math, letters/sounds, and total reading when compared to other children their age. Families contributed nearly 129,000 hours to the program and 20,000 hours to workshops: parents were primarily interested in educational matters and policy planning issues at workshops. Staff development areas rated as having the highest effect on classroom performance were parent involvement, creative arts, teacher center facilities, and small group instruction. (Author/DB)

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PARENT COOPERATIVE NURSERY
1978-1979

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Report Number 8041
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ABSTRACT

Three components of the Parent Cooperative Nursery Program (PCN) were evaluated this year: the developmental/educational, parent involvement, and staff development. The developmental/educational component consists of classroom practices, child developmental status and achievement of program graduates.

Classroom observation data reveal that classroom activities are divided between free play (70%) and structured activities (30%). Compared to other programs the amount of time alloted to social-interaction rapport activities is in the higher range of emphasis and is characterized by a high level of interaction between adults and children. The most frequently identified characteristics of the interactions is structuring, leading directing, and direct and indirect teaching.

Achievement as measured by the Developmental Behavior Checklist (DBC) indicates that PCN pupils in age groups two and three increased or maintained the mean number of items mastered in most subsections in 1978-1979. The exception to this is found in the cognitive subsection where PCN age group two shows a mean decrease of 1.0 items mastered in 1978-1979 as compared to 1977-1978.

The Kindergarten SESAT results reveal that 93% of the PCN graduates scored at or above the norm on letters/sounds and 83% did in math. They outperformed the School District Prekindergarten and total city graduates in the letters and sounds by 10 and 14% and the (PreK) group in math by 14 and 15%.

The CAT results indicate that 76% of the PCN graduates scored at or above the norm in Total Reading and 72% in Total Math. They outperformed the School District Prekindergarten and total city graduates on the two subtests by 13 and 12% (reading and math) and 17 and 11% (reading and math).

Parents of participating children are required to volunteer in the program. Families contributed 128,779 hours to the program and spent 19,892 hours attending workshops. The average number of workshops per site is 23.75, representing an increase of 1.94 workshops per site during the 1978-1979 year. Parents participated in classroom activities and class trips about equally. Parents appeared to be interested in workshops pertaining to educational matters and policy plannings.

Staff revealed that they were generally satisfied with services provided by supervisory personnel. The four areas of staff development rated as having the greatest effect on classroom performance were parent involvement, using the creative arts to enrich the curriculum, using teacher center facilities and small group instruction.

Though the program does not have a specific health component, it is to be noted that all children in need of health services were referred for proper attention.

EVALUATION OF THE PARENT COOPERATIVE NURSERY PROGRAM
1978-1979

I. INTRODUCTION

A. Project Description

The Parent Cooperative Nursery Program is a half-day program with mandated parent participation. The program provides an opportunity for pre-school age children to experience a human relations laboratory where children, parents and teachers live and learn cooperatively.

Information provided by project staff indicates that approximately 438 children attended the half-day classes during the 1978-1979 school year. The children attended at 21 different locations, however, one site has a morning and afternoon program, so there were 22 operating centers.

Parent involvement is mandatory for admission and continuance of the child in the program. Parents are required to spend one-half day each week in service to the program. Parents are regarded as part of the instructional team and participated as assistants to teachers.

B. Evaluation Techniques

Information was collected in the areas of classroom practices, child development/educational status, staff development and parent involvement. Instruments developed by the Early Childhood Evaluation Unit (ECEU) were used to collect these data. These instruments are the Pre-Kindergarten Observation Form (PKOF), the Developmental Behavior Checklist (DBC), the Staff Development Questionnaire, and the Parent Involvement Questionnaire. In addition results obtained from the City Wide Testing program for program graduates were used.

C. Previous Findings

During the 1977-1978 school year four components of the Parent Cooperative Nursery Program were evaluated. Those were developmental/educational, parent involvement, staff development, and health services.

The evaluation in the developmental/educational component concentrated on classroom practices, child developmental status, and achievement at program graduates. Most of the classroom activities were either structured activity or free play. A higher degree of emphasis was placed on instructional activities than in other prekindergarten programs. Although adult-pupil interaction was at a high level, very few restrictions were placed on pupils during free play time.

It is reported that PCN pupils excelled in their performance as measured on the DBC and outperformed their prekindergarten peers of similar age in fine motor writing skills.

During the 1977-1978 year, 94% (reading) and 86% (mathematics) of the PCN graduates performed at or above the National norm as measured by the City Wide Testing Program - SESAT. They had 14% more pupils in reading and 16% more pupils in math performing above the National norm than their total city peers.

Data collected from teachers and the parent involvement questionnaire revealed that there was a total of 53,195 parent volunteer hours with an average of 2,533 hours per site and 164.5 hours per family. All of the parents attended at least one workshop, meeting or activity. There was an average of 2,181 workshops per site and those focusing on educational activities as the topic had the highest attendance.

Data from the staff development questionnaire revealed that 80% of the teachers attended staff development workshops and that over 50% had ten or more on-site consultations with resource/supervisory personnel. The majority of the respondents were satisfied with the sources of resource/supervisory staff and felt staff development resulted in greater classroom effectiveness.

The Parent Cooperative Nursery Program did not have a mandated health program. Records revealed, however, that children were referred for health services as needed.

II. EVALUATION DATA 1978-1979

A. Developmental/Educational Component

A. Observational Data

Question one: What percentage of the instructional day was devoted to each of the following four activities: Free play, structured activity, routines and outdoor play.

Observations revealed that almost 70 percent of the scheduled time was spent on free time activity and one-third of the time was spent on structured activities.

The Prekindergarten Observation Form (PKOF) was utilized to collect data for analysis on four major scheduled activities. The instrument was designed to permit an observer to identify classroom activities in these major areas and other related subareas.

The four major areas are: (1) Free play - an activity in which children impose their own structure, (2) Structured activity - any activity led by a teacher, (3) Routines - activities associated

with self care, and (4) outdoor play an activity occurring out of doors.

A review of the data collected during the 1978-1979 school year as compared to data collected during the 1977-1978 school year indicated that more time was spent on free play (4 vs 69%) and less time was spent in structured activities (39 vs 30%) in 1978-1979. No time was reported observed involving routine activities or outdoor play in 1978-1979. These data are revealed in Table 1.

Question two: What was the major developmental emphasis observed?

The developmental emphasis observed the most frequently was social-interaction rapport.

The developmental emphasis of the program was analyzed and recorded using the PKOF. Those areas observed to a moderate extent were fine motor manipulation, ideation-math/logic and language/vocabulary. The developmental emphases observed least frequently were gross motor, social responsibility, and self/help. Fine motor - draw/write was not reported to be observed. These data are summarized in Table 2. The frequency of the developmental emphases observed were similar in 1978-1979 as compared to 1977-1978.

Question three: What were the identifying characteristics of adult-child interactions observed in the classroom?

The adult structuring roles and the roles of direct teacher and indirect teacher were reported to be observed the most frequently.

Interactions which involved structuring the activities for groups of children, either being with them, leading or directing children were observed the next most frequently.

The roles of direct and indirect teacher occurred the next most frequently. The role of indirect teacher includes social talk, suggestions and asking open-ended questions. The role of direct teacher includes showing, demonstrating; instructing (knowledge), closed questioning and approving behavior.

The role of story teller, song leader was observed the next most frequently. The two roles seen the least were those of enforcer (limiting or compelling actions) and nuturer.

The adult roles of nuturer and enforcer were observed least frequently. Patterns of adult-child interaction appear to be similiar in 1978-1979 as compared to 1977-1978.

A2. Developmental Status

Question four: How did the performance of parent cooperative nursery children compare to the total School District Prekindergarten group on the Developmental Behavior Checklist (DBC)?

Children in the PCN appear to perform like the total Philadelphia Prekindergarten group in the following areas: fine motor manipulation, fine motor writing (age group three) and language (age group three). The prekindergarten appear to do slightly better in gross motor. In the cognitive area, age group two of the PCN children did

slightly better than the Prekindergarten group, however the PCN pupils (age group two) decreased their mean by 1.0 in 1978-1979. These data are outlined in Tables 4 and 5. Note that PCN essentially has only the two age groups: Age Group 2 (49-56 months) and Age Group 3 (57-70 months).

The Developmental Behavior Checklist (DBC) was developed by the Early Childhood Evaluation Unit. The form was designed to provide information, obtained from observations made by the teachers, about the child's developmental status in seven areas: gross motor, fine motor manipulation, fine motor writing, social, self-help, cognitive and language. The instrument contains 173 items which reflect specific behaviors considered to be significant on a variety of recognized measures of child development.

The major changes from 1977-78 to 1978-1979 are as follows:

- Fine Motor Writing - Age group 2 children attained a high mean number of items mastered in 1977-1978 and in 1978-1979; the same mean is seen for age group 2 in both PCN and Total Pre-K. The pre-k group showed an increase of 2.4 items mastered in 1978-1979. The PCN group had a decrease of .4.

- Social Development - Age group 2 children had a higher mean number of items mastered in 1977-78 than Pre-K, yet in 1978-1979 the Pre-K group had a higher mean. Both programs increased their means but the Pre-K experienced a larger increase. This latter is true for group 3 also.

- Self-Help - The mean number of items mastered remained about the same for both age groups in PCN from 1977-1978 to 1978-1979. The Pre-K groups 2 and 3 increased slightly.

- Cognitive Area - The age group 3 PCN pupils attained a much higher mean in 1977-1978 than the same age group in Pre-K. In 1978-1979 the mean was the same for this age group in both programs. The mean for the age 2 group of PCN pupils decreased in 1978-1979 over 1977-1978 and increased in this same age group for Pre-K pupils.

- Gross Motor and Fine Motor Manipulation - Both age groups in both programs increased their mean number of items mastered from 1977-1978 to 1978-1979.

- Language - Age group 2 in PCN decreased very slightly and age group 3 increased somewhat. Age groups 2 and 3 increased their means in 1978-1979 compared to 1977-1978.

These results are displayed in Tables 4 and 5.

A3. Post-Program Achievement

Question five: What was the percentage of PCN graduates scoring at or above the National norm on the SESAT (K) and the CAT (Grade 1) as compared to the total school district prekindergarten group and total city group.

The percentage of PCN graduates performing at or above the National norm on the Letter and Sounds and Math tests of the SESAT and Total Reading and Total Math of the CAT substantially exceeded the other two groups.

These data are outlined in Table 6.

The SESAT and the CAT are given as part of the Philadelphia City Wide Testing Program. These tests are administered in February, each year.

In 1978-1979 PCN graduates had 93% (letters and sounds) and 83% (math) scoring above the norm on the SESAT. Ten percent more of the PCN graduates scored above the National norm than their PreK peers and 14% more of the PCN graduates scored above the National norm than their city counterparts on Letters/Sounds (SESAT). They exceeded the total PreK by 14% and total city by 15% in math (SESAT).

On the CAT (Grade 1) - Total Reading the PCN graduates had 76% of their pupils above the National norm. This exceeded the total PreK by 13% and the Total City by 17%.

On the CAT (Grade 1) - Total Math the PCN graduates had 72 percent at or above the National norm. This exceeded the total PreK by 12% and the Total City by 11%.

B. Parent Involvement Component

Question one: In which activities did the parents participate the most?

Parent participated in classroom activities and class trips about equally. Over 95% of the volunteering families participated in each of these activities.

In the Parent Cooperative Nursery program, parents were considered members of the cooperative and were required to participate

in the program one-half day each week. Parent involvement activities were organized and coordinated by a parent group which had specific responsibilities regarding parent activities.

A parent Involvement Data Collection Form was used to determine the nature and extent of parent involvement in the program by recording information about (1) meetings; (2) classroom participation; (3) trip participation; (4) work done at home; (5) fund raising events and; (6) other. In addition the number of parents attending differing types of workshops was also recorded. These data were collected once during the 1978-1979 school year. In addition to classroom participation, parents also participated in volunteer activities at home, administrative/clerical work, fund raising; and other type activities. See Table 6 for these data.

Question two: How many volunteer hours did the families contribute to the program, including the workshops?

Families contributed 128,779 volunteer hours to the program participation and spent 19,892 hours attending workshops. The total number of volunteer hours including workshops contributed by 419 families were 148,671, or approximately 355 hours per family.

The average number of workshops per site during the 1977-1978 year was 21.81 as compared to 23.75 during the 1978-1979 school year. There was an increase of 1.94 workshops per site during 1978-1979. Table 7 details Parent Involvement in workshops.

C. Staff Development Components

Question one: How much early childhood classroom/center experience do PCN teachers have?

Seventy-three percent of the PCN teachers reported having over six years experience in early childhood classroom teaching. Ninety-three percent of the teachers reported having three or more years experience in early childhood. These data are presented in Table 9.

Question two: What percentage of teachers reported attending between one and ten formal Staff Development sessions this year?

Eighty percent of the respondents reported attending from one to ten formal Staff Development sessions this past year.

Questions three: What percentage of teachers reported receiving various types of on-site consultation this year?

Between 47 and 80 percent reported receiving anywhere from one to thirty on-site consultations of different types. These data are revealed in Table 10.

Question four: To what extent were teachers satisfied with the resource/support provided by supervisory personnel?

Between 80 and 100 percent said that they were "Generally Satisfied" with services provided by resource/support supervisory personnel. These data are revealed in Table 11.

Question five: Which areas of staff development did teachers report they felt helped them do a better job in the classroom?

Four areas of staff development were rated by 27% to 40%

as having a "great" effect in helping them a better job. These areas are parent involvement, using the creative arts to enrich the curriculum, using teacher center facilities and small group instruction. These data are displayed in Table 12.

Question six: What were the five areas preferred most by teachers for future staff development?

Six areas were selected, because two areas tied for perference. These are, in order of priority: making effective use of physical space, parent involvement, using the creative arts to enrich the curriculum, classroom management, social behaviors, improving the basic skills or basic skills readiness.

The analysis of the staff development activity was based on the responses from fifteen staff development questionnaires which represented a little more than 70% of the teachers in the program. These questionnaires were distributed in the Spring of 1978 and returned anonymously by the respondents.

Sixty percent had more than two years experience at their present site and over 70% of the respondents had more than five years experience in early childhood.

Most teachers responded that they would not participate after school hours without reimbursement except in the areas which they most preferred for future staff development. For instance, 47% stated that they would participate after school without reimbursement in staff development in "making effective use of physical space,"

the top priority topic for staff development. Sixty percent said they would do the same regarding the topic "Parent Involvement." These data are displayed in Tables 13 and 14.

III. SUMMARY AND CONCLUSIONS

During 1978-1979 the developmental/education area of the program was characterized by a high degree of free play time followed by structured activity in the classroom. More time was spent in free play and less time in routines in 1978-1979 than in 1977-1978. The developmental emphasis observed most frequently was social-interaction/rapport. This was followed by fine motor manipulation, ideation-math/logic and then language vocabulary. The frequency of developmental emphases were similar in 1977-1978 and 1978-1979. However, the observed program emphasis in language/vocabulary in 1978-1979 was considerably less (21%) than in 1977-1978 (41%). In 1977-1978 observers were able to visit the majority of the centers during the months of March and April when more classroom activities involving/vocabulary were observed. In 1978-1979, because of the two major School District reorganizations, observers visited centers during the months of May and June and made one visit per center this year as opposed to two visits the prior year. In 1978-1979, free play was observed 21 percent more frequently than in the previous year. Apparently, Language/vocabulary was not documented as readily during free play as it was during other types of activities. The most frequently identified characteristics of the adult and child interaction in the classroom were structuring, leading or directing the children. Direct and indirect teaching occurred the next most frequently.

Developmental status as measured by the DBC revealed that both age groups of PCN pupils had about the same number of items mastered or a small increase in 1978-1979 compared to 1977-1978. The exception was found in the cognitive area where PCN age group 2 showed a decrease of 1.0 in the mean number of items mastered from 1978-1979 compared to 1977-1978. Other decreases were seen for age group 2 in fine motor writing, self-help and language but they are .5 or less. Age group 3 also show a slight decrease .4 in cognitive from 1978 to 1979. The other prekindergarten pupils, in both age groups, have increased their mean number of items mastered in every subsection of the DBC by a mean range of .6 to 3.4 items.

The Kindergarten SESAT results revealed that PCN graduates had 93% (letters and sounds) and 83% (mathematics) scoring above the National norm. Ten percent more of the PCN graduates scored above the National norm than their PreK peers and 14% more of the PCN graduates scored above the National norm than the city group on Letters and Sounds. They also exceeded the total PreK group and the city group by 15% in Math.

On the CAT Total Reading (Grade 1) the PCN pupils had 76% performing above National norm; exceeding the PreK by 13% and Total City group by 17%. On the CAT Total Math (Grade 1) 72% of the PCN graduates were above National Norm. They exceeded their PreK peers by 12% and Total City peers by 11%.

Parent Involvement continues to be a requirement of the program. Families contributed 128,779 hours and spent 19,892 hours attending workshops. All told parents contributed about 355 hours per family. The average number of workshops per site was 23.75 representing an increase of 1.94 workshops

per site during the 1978-1979 year. Parents participated in classroom activities and class trips about equally. Parents appeared to be interested in workshops pertaining to educational matters and policy planning.

About 70% of the teachers responded to the staff development questionnaire. They revealed that 93% had three or more years experience in early childhood, 80-100% were generally satisfied with services provided by the supervisory personnel and the four areas of staff development which they rated as having the greatest effect on their classroom performance were parent involvement, using creative arts to enrich the curriculum, using teacher center facilities, and small group instruction.

The program appears to be achieving its goals in the area of classroom practices, developmental status and parent involvement. Furthermore, program graduates demonstrate substantially higher achievement levels in K and Grade 1 than the total School District PreK group and the Total City.

TABLE 1

PARENT COOPERATIVE NURSERIES:
COMPARISON OF THE DISTRIBUTION OF FOUR KINDS OF ACTIVITY PERIODS AS COLLECTED ON THE PRE-KINDERGARTEN OBSERVATION FORM (PKOF)
1977-1978 - 1978-1979 SCHOOL YEARS

Type Activity	1977-1978 Percentage of Time Observed	1978-1979 Percentage of Time Observed	Difference and Year Greatest Percentage Observed
Free Play	48	69	21 (1978-1979)
Structured Activity	39	30	9 (1977-1978)
Routines	13	0	13 (1977-1978)
Outdoor Play	0	0	0

TABLE 2

PARENT COOPERATIVE NURSERIES:
A COMPARISON OF DEVELOPMENTAL EMPHASIS 1977-1978 AND 1978-1979 AS DETERMINED USING THE PRE-KINDERGARTEN OBSERVATION FORM (PKOF)

Developmental Activity Categories	Programs Average Emphasis 1977-1978	Programs Average Emphasis 1978-1979
Gross Motor	12%	8%
Fine Motor Manipulation	26%	24%
Fine Motor - Draw/Write	4%	0%
Social Interaction/Rapport	64%	58%
Social Responsibility/Self Help	24%	8%
Ideation - Math/Logic	21%	15%
Language/Vocabulary	41%	21%

Each Developmental Activity Category could (potentially) have been rated at 100%, meaning that all of the children for all of the observation time were involved in activities supporting that category of development. The degree to which the number of children and the amount of time were utilized in a given category of development is reflected by the percentage of emphasis.

TABLE 3

PARENT COOPERATIVE NURSERIES:

1977-1978 and 1978-1979 A COMPARISON OF CHARACTERISTICS OF ADULT INTERACTION WITH WITH CHILDREN

Interaction Category	Program Index 1977-1978	Program Index 1978-1979	Comparison Indices 1978-1979		
			Low	Median	High
STORY TELLER/SONG LEADER	12	15	18	14	13
DIRECT TEACHER	26	37	43	33	29
INDIRECT TEACHER	23	31	35	26	19
NURTURER	7	7	13	9	6
ENFORCER	3	5	14	11	2

TABLE 4

PARENT COOPERATIVE NURSERY:

MEAN NUMBER OF ITEMS MASTERED FOR EACH AGE* GROUP OF EACH SUBSECTION BY PROGRAM (DBC - SPRING 1978 AND 1979)

SUBSECTION	1978 GROSS MOTOR (20 items)			1979 GROSS MOTOR (20 items)			1978 FINE MOTOR MANIPULATION (14 items)			1979 FINE MOTOR MANIPULATION (14 items)			1978 FINE MOTOR WRITING (28 items)			1979 FINE MOTOR WRITING (28 items)		
AGE GROUP	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
PCN																		
1978 N= 360	**	14.7	15.6	--	16.2	16.9	11.0	11.4	11.8	--	12.0	12.5	**	18.9	20.9	--	18.5	22.0
1979 N= 404																		
TOTAL PRE-K																		
1978 5,109	11.9	15.4	16.9	14.1	17.3	18.2	8.5	10.9	12.1	9.9	11.9	12.7	9.9	16.1	20.3	12.7	18.5	22.3
1979 4,913																		

1978 SOCIAL DEVELOPMENT (21 items)			1979 SOCIAL DEVELOPMENT (21 items)			1978 SELF HELP (21 items)			1979 SELF HELP (21 items)			1978 COGNITIVE (44 items)			1979 COGNITIVE (44 items)			1978 LANGUAGE (24 items)			1979 LANGUAGE (24 items)		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
**	15.0	14.9	--	16.1	17.3	**	18.8	18.8	--	18.3	18.9	**	33.2	36.0	--	32.2	35.6	**	17.2	17.4	--	16.9	18.2
10.6	13.5	15.1	15.0	16.9	17.9	14.7	17.8	19.1	16.3	18.8	19.7	20.3	29.1	33.8	23.7	31.2	35.6	12.2	15.5	17.0	14.6	17.0	18.4

* Age Group — Age as of May 1, 1978 and 1979

1 — 35 - 48 months
2 — 49 - 56 months
3 — 57 - 70 months

TABLE 5

PARENT COOPERATIVE NURSERY:

DIFFERENCE IN MEAN NUMBER OF ITEMS MASTERED FOR AGE GROUPS TWO AND THREE
BY PROGRAM AS MEASURED BY THE DBC (SPRING 1978 AND 1979)**

SUBSECTION	GROSS MOTOR				FINE MOTOR MANIPULATION				FINE MOTOR WRITING				SOCIAL DEVELOPMENT				COGNITIVE				SELF HELP				LANGUAGE			
YEAR	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79	78	79
Age Group	2		3		2		3		2		3		2		3		2		3		2		3		2		3	
PCN		1.5		1.3		.6		.7	.4			1.1		1.1		2.4	1.0		.4		.5			.1	.3			.8
Total Pre-K		1.9		1.3		1.0		.6		2.4		2.0		3.4		2.8		2.1		1.8		1.0		.6		1.5		1.4

* Age Group — Age as of May 1, 1978 and 1979

2 — 49 - 56 months

3 — 57 - 70 months

** The difference is located in the Year column (78 or 79) in which the mean number of items mastered is highest. The figures entered in Year column '78 represent a decrease in items mastered.

TABLE 6

PERCENTAGE OF PARENT COOPERATIVE NURSERY PUPILS ACHIEVING AT OR ABOVE THE FIFTIETH PERCENTILE COMPARED TO TOTAL SCHOOL DISTRICT PREKINDERGARTEN GRADUATES AND TOTAL CITY FOR 1978-1979 - STANFORD EARLY SCHOOL ACHIEVEMENT TEST (SESAT) IN KINDERGARTEN AND CALIFORNIA ACHIEVEMENT TESTS (CAT)-GRADE 1

	KINDERGARTEN						YEAR ONE					
	SESAT			SESAT			CAT			CAT		
99%ile	Letters & Sounds			Math			Total Reading			Total Math		
	93			83			76			72		
75%ile		83			69			63			60	
			79			68			59			61
50%ile	National Norm											
	Total PCN Graduates	Total PK Graduates	Total City	Total PCN Graduates	Total PK Graduates	Total City	Total PCN Graduates	Total PK Graduates	Total City	Total PCN Graduates	Total PK Pupils	Total City
25%ile												
0%ile												
	237	1,570	14,150	237	1,570	14,150	129	1,570	14,200	129	1,500	14,200

TABLE 7

VOLUNTEER HOURS PER FAMILY IN PCN

PROGRAM	NUMBER FAMILIES WITH CHILDREN IN PROGRAM	AVERAGE VOLUNTEER HOURS/FAMILY INCLUDING WORKSHOPS	ADMINISTRATIVE CLERICAL	CLASS PARTICIPATION	CLASS TRIPS	WORK DONE AT HOME	FUND RAISING	OTHER ACTIVITIES
PARENT NURSERY	419	354.82	28.19	189.68	40.53	46.23	1.13	1.56

TABLE 8

NUMBER OF WORKSHOPS, PERSONS ATTENDING
AND TOTAL NUMBER OF HOURS FOR EACH TYPE OF WORKSHOP-PCN

TYPE OF WORKSHOP	NUMBER OF WORKSHOPS	SUM OF PERSONS ATTENDING	TOTAL NUMBER OF HOURS/WORKSHOP
Educational	124	2,470	316
Policy Planning	190	2,819	399
Social Services	23	414	55
Health/Nutrition	23	435	52
Careers/Job Training	8	140	18
Personal Growth/ Development	86	1,586	190
Other	21	383	57
Total	475	8,247	1,087
Average/Site	23.75	—	54.35
Average/Family	—	19.68	

Table 9

Teacher Staff Development
Parent Cooperative Nursery

Summary of Experience
1978-1979

Percentage of teachers with varying early childhood (Pre-school through grade 4) experience

Amount of Experience	Percentage of Teachers
1 - 2 years	7
3 - 5 years	20
6 -10 years	33
Over 10 years	40

Percentage of teachers with varying amounts of time in the Parent Cooperative Nursery Program

Amount of Time in Program	Percentage of Teachers
0 - 4 months	20
5 - 8 months	7
1 - 2 years	13
3 - 5 years	27
6 - 10 years	20
Over 10 years	13

Table 10

Teacher Staff Development
Parent Cooperative Nursery

Percentage of Teachers Reporting Participation in
Various Amounts of Differing Types of
Staff Development Sessions

TYPES OF STAFF DEVELOPMENT	PERCENTAGE OF TEACHERS REPORTING VARIOUS LEVELS OF PARTICIPATION			
WORKSHOPS (i.e., FORMAL STAFF DEVELOPMENT SESSIONS)	1-5	6-10	OVER 10	NONE
HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	33	47	20	0
HOW MANY OF THE WORKSHOPS WERE PROVIDED BY YOUR PROGRAM?	33	60	0	0
HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	47	33	0	13
CLASSROOM DEMONSTRATION	1-5	6-10	OVER 10	NONE
HOW MANY CLASSROOM DEMONSTRATIONS HAVE YOU HAD THIS YEAR?	47	0	0	33
ON-SITE CONSULTATIONS	1-15	16-30	OVER 30	NONE
GROUP MEETINGS	73	7	7	7
INDIVIDUAL CONFERENCES	53	13	20	7
INFORMAL COMMUNICATIONS	27	20	40	7
WRITTEN COMMUNICATIONS	20	27	33	7

Table 11

Teacher Staff Development
Parent Cooperative Nursery

Percentage of Teachers Reporting Various Levels of Satisfaction With Services Provided By Resource/Support Supervisory Personnel

TYPES OF SERVICES PROVIDED	NOT APPLICABLE	GENERALLY SATISFIED	GENERALLY NOT SATISFIED
CONDUCTS WORKSHOPS	7	93	0
CONDUCTS GROUP MEETINGS	0	100	0
INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	0	100	0
LOCATES AVAILABLE RESOURCE MATERIALS	7	93	0
ON-SITE CLASSROOM TRAINING	7	80	13
GIVES SUPPORT TO INDIVIDUAL CONCERNS	13	87	0
OFFERS SUPPORT IN WORKING WITH PARAPROFESSIONALS	20	80	0
OFFERS SUPPORT IN PARENT INVOLVEMENT	0	100	0
ARRANGES USE OF PROFESSIONAL DAYS	7	87	7
GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	7	93	0
GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	7	87	7
GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	7	93	0

Table 12

Teacher Staff Development
Parent Cooperative Nursery

Percentage of Teachers Reporting Various Amounts of Change in Classroom Application as a Result of Staff Development Received Throughout the School Year

AREA OF STAFF DEVELOPMENT	NOT APPLICABLE	EXTENT OF CHANGE		
		LITTLE	MODERATE	GREAT
SOCIAL BEHAVIORS	7	47	47	0
PARENT INVOLVEMENT	0	13	47	40
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	7	13	40	40
CHILD GROWTH AND DEVELOPMENT ISSUES	0	13	67	20
COMMUNITY RESOURCES	7	33	53	7
CURRICULUM DEVELOPMENT	0	27	53	20
CLASSROOM MANAGEMENT	7	27	46	20
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	7	46	33	13
MODEL/OPTION RELATED TRAINING	80	13	7	0
HELPING CHILDREN TAKE TESTS	53	20	20	7
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	20	13	47	20
LEARNING ABOUT COMMERCIAL MATERIALS	7	60	20	13
INDIVIDUALIZING INSTRUCTION	13	20	60	7
LEARNING DISABILITIES	20	40	27	13
SUSPECTED CHILD ABUSE AND NEGLECT	46	46	7	0
USING TEACHER CENTER FACILITIES	0	20	47	33
SMALL GROUP INSTRUCTION	7	13	53	27
USING PARAPROFESSIONALS	60	7	33	0

Table 13

Teacher Staff Development
Parent Cooperative Nursery

The Six Areas Preferred Most for Future
Staff Development As Expressed by Teachers

Areas of Staff Development	Number of Teachers
Adequate Use of Physical space	10
Parent Involvement	9
Using the Creative Arts to Enrich the Curriculum	8
Classroom Management	8
Social Behaviors	7
Improving the Basic Skills or Basic Skills Readiness	7

Table 14

Teacher Staff Development
Parent Cooperative Nursery

Percentage of Teachers Indicating Willingness to
Participate in Various Types of Staff Development Without
Reimbursement

Types of Staff Development	Percentage of Teachers Indicating Willingness to Participate
SOCIAL BEHAVIORS	40
PARENT INVOLVEMENT	60
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	20
GROWTH AND DEVELOPMENT ISSUES	20
COMMUNITY RESOURCES	7
CLASSROOM MANAGEMENT	27
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	47
MODEL/OPTION RELATED TRAINING	0
HELPING CHILDREN TAKE TESTS	0
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	20
LEARNING ABOUT COMMERCIAL MATERIALS	0
INDIVIDUALIZING INSTRUCTION	13
LEARNING DISABILITIES	33
SUSPECTED CHILD ABUSE AND NEGLECT	13
USING TEACHER CENTER FACILITIES	27
SMALL GROUP INSTRUCTION	13
USING PARAPROFESSIONALS	13